

**THE CORRELATION STUDY BETWEEN STUDENTS' EMOTIONAL  
INTELLIGENCE AND THEIR ESP SPEAKING ACHIEVEMENT IN  
UNIVERSITY OF MUHAMMADIYAH MALANG**

**THESIS**

In Partial Fulfillment of the Requirements for Master  
Degree of English Language Education



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Malang, 2 May 2018

The Researcher,

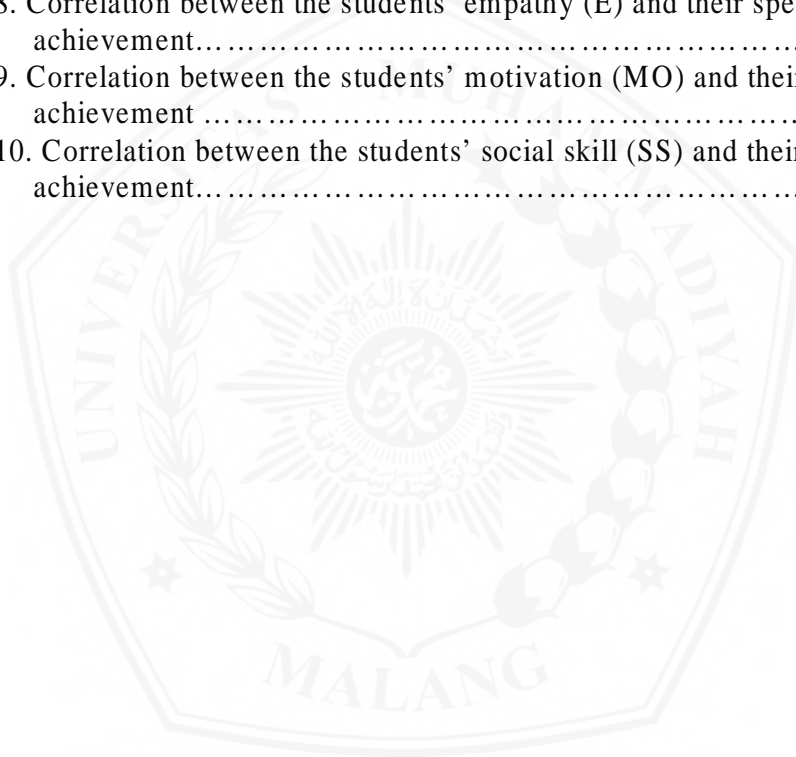
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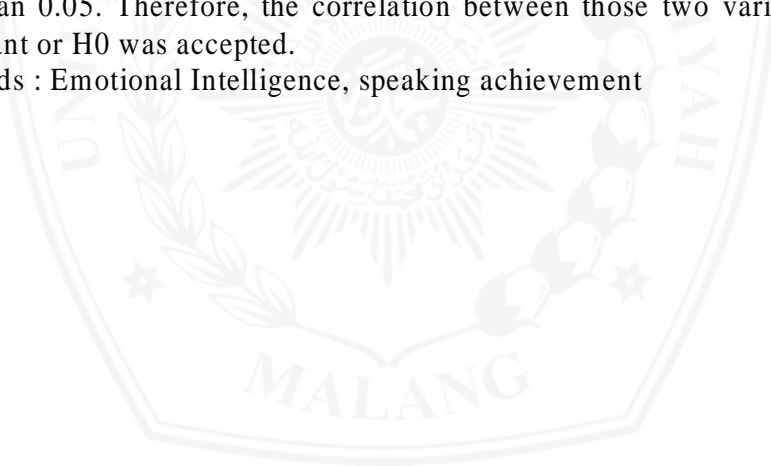


# **THE CORRELATION STUDY BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND THEIR ESP SPEAKING ACHIEVEMENT AT UNIVERSITY OF MUHAMMADIYAH MALANG**

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**Abstract:** EI as a measurable connection in the human brain between responses and their influence on one's actions (Bradberry & Greaves, 2005). It has been proved by Genc (2016) that the components of Emotional Intelligence (intrapersonal, interpersonal, and stress management) have a significant relationship with the human brain, especially in language achievement. Therefore, this study aimed to investigate whether or not there is a significant correlation between emotional intelligence and students' speaking achievement in ESP program at University of Muhammadiyah Malang. This research used product moment analysis and it conducted at two different majors, there were civil engineering students and economic development students. Based on the data analysis, it can be concluded that there was very weak and insignificant correlation between the students' emotional intelligence and their speaking achievement. This means that the students' emotional intelligence did not have correlation with their speaking achievement, because the probability value was more than 0.05. Therefore, the correlation between those two variables was not significant or  $H_0$  was accepted.

**Keywords :** Emotional Intelligence, speaking achievement



## ABSTRAK

**Naajihah Mafruudloh:** Penelitian Hubungan Antara Kemampuan Emosi Siswa dan Kemampuan Berbicara pada Program ESP di Univeristas Muhammadiyah Malang. **Dr. Hartono, M.Pd, Dr. Sudiran, M.Hum**

Kemampuan emosi memiliki kaitan hubungan yang erat dengan otak manusia antara respon dengan reaksi mereka (Bradberry & Greaves, 2005). Hal ini juga dibuktikan oleh Genc (2016) bahwa komponen pada kemampuan emosi (intrapersonal, interpersonal, and manajemen stres) memiliki hubungan positif dengan otak manusia, khususnya pada kemampuan berbicara. Oleh karena itu, penelitian ini bertujuan untuk mengetahui ada tau tidaknya hubungan positif antara kemampuan emosi siswa dengan kemampuan berbicara mereka.

Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan analisis *product moment*. Penelitian ini di terapkan di dua jurusan yang berbeda; jurusan Teknik Sipil dan IESP.

Berdasarkan analisis data yang diperoleh, dapat disimpulkan bahwa ada hubungan positif antara kemampuan emosi siswa dan kemampuan berbicara. koefisien *product moment* yang diperoleh adalah 0.072 atau ada hubungan positif yang sangat lemah. Oleh karena itu, hubungan antara kedua variable dinyatakan positif atau  $H_1$  diterima.

*Kata Kunci : Kemampuan emosi siswa, kemampuan berbicara*

## **BACKGROUND OF THE STUDY**

Oral competency is prerequisite to students' academic, personal, and professional success. Someone will express his or her feelings, emotion, ideas, and motivation through speaking. In other words, it is a tool to deliver any kind of message, emotion, feeling, and motivation to do something. Based on Brown (2001), when someone can speak a language, it means that he or she can carry on a conversation reasonably competently. He also states that a successful language acquisition is demonstrated through an interactive way with other speakers. In addition, it has progressively the standard in every domain of communication in the globalization era. The teaching and learning of English, except for the native language, is crucial for communicative purposes to meet the demands of global economics and to deal with the growing local, national and international demands for English skills (Khamkhien, 2010).

Proficiency in English, especially speaking skill, is seen as a desirable goal for youngsters and elderly people at university level in many parts of the world. It will help the students communicate better when they are still studying or when they have a job in the future. A better knowledge of English will facilitate communication and interaction among university students, both local and international, and will promote mobility and mutual understanding among them. Brown and Yule (2000) states that the important thing of learning speaking in higher level is to prepare the students to be able to 'express him/herself' in the target language, to cope with basic interactive skills like exchanging greetings and thanks and apologies, and to express his 'needs' - request information, services etc.

In fact, however, students face some problems in learning speaking skill. Students with ineffective listening skills fail to absorb much of the material or information to which they are exposed. Their problems are strengthened when they respond incorrectly or inappropriately because of poor speaking skills. In addition, some speech styles of students can trigger stereotyped expectations of poor ability: expectations that may become self-fulfilling. Paakki (2013) also cites on her research that the problems of speaking faced by the Japanese students are

too grammar oriented and theoretical, a late start of learning, a fear of errors, a lack of practice and experience, and social pressure.

In connection with English as a Foreign Language (EFL) learning, Afisa (2015) found that the students face some problems in speaking, such as having low vocabulary mastery result from their limited knowledge, pronouncing certain words in the wrong way, confusing in arranging words, and feeling afraid of making mistakes. They were unconfident and nervous when the teachers were asking them. Those problems affect the students' capability in giving response or doing something. It also could make them respond to the instructions wrongly because they comprehend the information incorrectly.

There are many ways to fix the problems that are encountered by the students in learning speaking. Firstly, the students should not only take a role as participants in the class, but also play a main role in classroom activities. In this case, the students need to express more about their ability, motivation, etc. Secondly, the teachers have to give relevant materials and also interesting methods in teaching the students. The materials also should be proper with the student's ability and level. The methods should be interesting and make the students to be more active in the speaking class. Thirdly, the students should choose proper styles in learning speaking based on their ability and interest. In order to know the most proper learning style for their communication skill, the students should know their Emotional Intelligence (EI) degree. The success of the students' speaking or communication ability depends on their intelligences. Those language abilities have a strong relationship with the emotional intelligence itself (Brackett, Rivers, and Salovey, 2011).

Furthermore, Emotional Intelligence (EI) has a very strong relation with the human's brain. Based on Mc Pheat (2010), the founder of MTD training, EI involves a combination of competencies that allow a person to be aware of, understand, and control the human's brain. It gives a very strong stimulus for the brain in order to send a message or something through sense to the emotional center of the brain, which is called *angydala*. Then, a rational side of the brain has a chance to determine the appropriate response. Recent brain research has defined EI as a measurable connection in the human brain between responses and their

influence on one's actions (Bradberry and Greaves, 2005). It has been proved by Genc (2016) that the components of Emotional Intelligence (intrapersonal, interpersonal, and stress management) have a significant relationship with the human brain, especially in language achievement.

Each ability in EI influences how someone manages and facilitates his/her thinking and emotion to focus on some important information, especially when the learners do verbal interactions. Wiliam (2007) states that emotion is a result of our behavior regarding stimulus, which produces this kind of reaction. In addition, Darojad (2012) also proves that intelligence is the ability to be aware of one's own feeling, other feeling; the ability to motivate own-self, and the ability to manage the emotion on a oneself and in relationships with others. In addition, the human deliver their emotion and feeling through speaking or having interactions.

So, both of emotion and human brain in EI will produce a reaction, it can be an oral, written, and other kinds of reaction. Pishghadam (2009) states that intelligence shows the degree of learner's ability in achieving the language learning goals. As a result, it seems to be natural that components of emotional intelligence predict English learning achievement significantly. Karimi et.al (2012) also determines the impact of EI and verbal intelligences on English language learning success in solving some speaking problems. He also adds that understanding and managing students' EI and being aware of and responsive to others' EI will contribute to the students' productive skills.

Therefore, it is important for the teachers, school principals, and students to know EI. Firstly, knowing students' EI may help the teachers in choosing materials and methods that are appropriate for their teaching and learning process. Then, school principals should integrate EI with the school curricula to know the students' needs. Abisamra (2000) queried Goleman (1995) proved that the theory will appear if human beings want to have a great thinking or trying something. The teachers at school should involve the students' EI in school. He, then, found that EI effects the students' achievement, it is imperative for school to integrate the emotional intelligence in the curricula and thereby it can raise the students' success. Third, the students also can decide the learning style that they need based on their EI degree. Johnson (2008) states that knowing and understanding learning

styles help individuals learn more. It also allows an individual to capitalize on their strengths and improve communication skills. In the learning environment, many educators are becoming aware that students' emotional intelligence should be incorporated and embraced in the classroom (Ashkanasy and Dasborough, 2003).

Finally, EI also plays an important role in academic, gender, and professional settings. Zeidner et.al (2009) also added that training emotional intelligence in schools or workplaces is a solution to perceived individual, community, national, and global needs. It is the quick fix answer for manifest problems in personal relations or during the educational process. Thus, emotional intelligence appears important because by knowing EI degree, the students will know the learning styles that are appropriate to use in learning speaking, and the teachers will be able to apply proper methods for teaching speaking. In addition, the school principals can also collaborate EI into the school curricula to know the students' needs.

Therefore, the researcher wants to conduct a research that investigates the correlation between emotional intelligence and speaking achievement. Based on the preliminary study by the researcher held in March 2017, the students in different major have different characteristic and achievement in learning speaking. So, the researcher takes Economic Development as the social and Civil Engineering as the natural science students because it is important to consider the students' characteristics from different majors which influence the students' EI degree and speaking achievement.

Based on the information provided in the background of the study above, this study is going to answer the following research question:

1. Is there any significant correlation between Emotional Intelligence and students' ESP speaking achievement?

## **REVIEW AND RELATED LITERATURE**

### **Emotional Intelligence**

According to Mc Pheat (2010), the founder of MTD training, Emotional Intelligence (EI) often measured as an Emotional intelligence quotient (EQ), is the ability to be aware of one's own feeling and other feeling, motivate owns self, and manage the emotion in one self or relationships with others. Meanwhile, according to Stein (2009), emotional intelligence is the ability to be aware of understanding and managing the emotion as well as other people's emotion in order to adapt to life's demands and pressures. In other words, it is the ability to tune in to the world, to read situation, and to connect with other while taking change of our own life.

Gardner (2006) says that there are wide spectrums of intelligence with seven main varieties. Those are linguistic, math, kinesthetic, music, interpersonal, and intrapersonal. Gardner named this kind of intelligence as personal intelligence and Goleman (1998) mentioned this intelligence as emotional intelligence.

From those statements, it can be concluded that emotional intelligence is an ability to recognize and manage the emotion in one self and in the relationship with others in order to get a good situation.

### **Components of Emotional Intelligence**

There are several elements in scoring or knowing the student's emotional intelligence. According to Goleman (1995:44), the components of emotional intelligence are divided into five main domains.

The first is self-awareness. Self –awareness or knowing one's emotion, is the ability to recognize and understand the student's moods, emotions, and drives as well as their effect on the others. This is the crucial ability to psychological insight and self-understanding for monitoring feeling from moment to moment. There are three characteristics behavior of this domain, namely: (a) recognizing and naming own emotions, (b) understanding the causes of feelings, and (c) recognizing the difference between feeling and actions.

Second is managing emotion. It is the ability to control or redirect disturbing impulses or moods, the propensity to suspend judgment to think before

act. People who are poor in this ability are constantly battling feeling of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets. This includes individual behavior aspects. Those aspects cover: (a) better frustration tolerance and anger management, (b) fewer verbal put-down, fights, and classroom disruption, (c) better able to express anger appropriately, without fighting, (d) fewer suspension and expulsion, (e) less aggressive or self-destructive behavior, (f) more positive feeling about self, school, and family, (g) better at handling stress, and (h) less loneliness and social anxiety.

Third is motivation. Motivation is a passion to work for reasons beyond money or status, a propensity to pursue a goal with energy and persistence. It enables outstanding of all kinds performances. In other words, it connects emotion productively. People who have this skill tend to be more highly productive and effective in whatever they undertake. The characteristic of this domain are: (a) more responsible, (b) better able to focus on the task at hand and pay attention, (c) less impulsive; more self-control, and (d) improved scores on achievement test.

Fourth is empathy. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around people. People with empathy are good at recognizing the feelings of the others, even when those feelings may not be obvious. Empathic people are more familiar to the subtle social signals that indicate what others need or want. This makes them better at calling such as the caring professions, teaching, sales, and management. The characteristic behaviors of this domain are: (a) better able to take another person's perspective, (b) improved empathy and sensitivity to other's feeling, and (c) better at listening to others.

The last is social skill. Social skill is proficiency in managing relationships and building a network. It is also an ability to find common ground and build relationship. In the large part, the art of relationship is skill in managing emotion in others. This domain is the ability that undergirds popularity, leadership, and intrapersonal effectiveness. People who excel in this skill do well at anything that relies on interacting smoothly with the others. The characteristic behaviors belong to this domain are: (a) increased ability to analyze and understand relationship, (b) better at resolving conflict and negotiating disagreements, (c) better at solving



problems in relationships, (d) more assertive and skilled at communicating, (e) more popular and outgoing; friendly and involved with peers, (f) more sought out by peers, (g) more concerned and considerate, (h) more “pro-social” and harmonious in groups, (i) more sharing, cooperation, and helpfulness, and (j) more democratic in dealing with others.

To overcome the student’s EI, the researcher will involve all Emotional Intelligences components because those components are needed in EI measurements. It is also proved by Genc (2016) who states that all the components of EI have a significant relationship with the human brain, especially in language achievement.

### **Emotional Intelligence Measurement**

The development of theoretical models of EI has been paralleled with the development of tests to measure the concept. According to Claxton (2005), basically there are two ways to measure Emotional Intelligence. There are performance and self-report measurement. Performance measurement is much harder to administer and harder to interpret. The teachers try to get on what students actually do, rather than just what the students’ say. It also needs bite-size of laboratory tasks to perform. It means that the raters or teachers never be sure that the way they go about the students is really representative of how the students behave in the real-life situations. While self-report is asking people to rate themselves by using various kinds of interview or questionnaire to elicit their self-reports. It is easier and cheaper to devise and deliver.

According to Mayer et al. (2004), there are many appearances of EI measurement. They add the function of emotional intelligence measurement into several fields. The first is clinical assessment. Clinicians regularly employ standard measures of general intelligence and broad-based personality traits, and EI measurement can give functions as what do clinicians know about emotions; they are able to identify their own and other's emotions accurately; and what is the most effective emotion management strategies available to clinicians itself. The second is education. A measurement of emotional intelligence can focus on the development of personality or an ability which is connected with education

(Salovey and Sluyter, 1997). This ability has relation with personality and education, such as motivating oneself to do school's tasks. This research will use this measurement, because the research takes place in educational field, definitely in university students. The last is workplace. Leading and managing people require technical skills as well as emotional skills. The managers recognize that the ability to "read" people is an important ingredient in their management effectiveness. By knowing the employee's emotional intelligence and skills, it provides new information on high performance-team.

### **English for Specific Purposes (ESP)**

The description about ESP cannot be separated from the history of English as the international language. As Hutchinson and Waters (1991) explain, after second world war II was over, the expansion of scientific, technical and economic activity on an international scale were booming up. This development created a world without any border and dominated by two forces, technology and commerce, which generates a demand of international language for various reasons. Because of the economic power of the United States, the role of international language fell to English.

In a straightforward and pragmatic way, Isani et al. (2013) say that ESP is as the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular subject. It is a way of teaching and learning English for specialized subjects with some specific vocational and educational purposes in mind. Furthermore, Basturkmen (2010) adds that ESP courses are narrower in focus than general English language teaching (ELT) courses because the center is on the analysis of learners' needs.

From the explanations above, ESP can be defined as the branch of English learning where the material and the activity focuses on the learners' specific needs. Basturkmen (2010) states that ESP is a branch of English language learning which focuses on the central importance of learners, their need and interest, and comes into being and gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations.

### **English for Specific Purpose at University of Muhammadiyah Malang**

Masduki as the director of Language Center UMM cited in Language Center's website (2017) that ESP in UMM is the English program designed by Language Center (LC), one of the centers at University of Muhammadiyah Malang (UMM) which is in charge of Students' English Development. Besides, LC plays a crucial role in improving English proficiency of UMM community which focuses on three long-term goals; they are English as a means of culture, science and technology transportation; English for supporting the international cooperation; English as a strategic tool for global competition, and, thus, it is compulsory for both freshmen and transferred students of UMM.

The Rector Letter of Reference Number: E.2.d/588/UMM/VIII/1999 issued on August 3, 1999 states that starting from 2008/2009, ESP program is compulsorily offered in two semesters. Reading I, Speaking 1, and Listening are offered in the first semester. While Reading II, Speaking II, and Writing are offered in the second semester. Students who pass the ESP program will get ESP Certificate and Transcript which then becomes the prerequisite for the Thesis Examination. Students who fail in the ESP program are to take remedial class offered by LC. The remedial class is offered in the special class and short semester.

### **Assessment of ESP Speaking**

Assessment of the students' learning is an integral part of the learning process (Shepard et al., 2005). In many cases, the terms assessment and test are not closely related. A test is an instrument or procedure designed to stimulate performance from learners with the purpose of measuring their achievement of specific criteria (Brown, 2001); meanwhile, assessment is much wider than a test. It is a multi-faceted concept that links together the different issues highlighted in the introductory task and integral to the whole process of teaching and learning (Hedge, 2008).

To minimize the subjectivity in ESP speaking assessment, there are two main ways in giving score; holistic scoring and analytic scoring. Holistic scoring

is giving score for the speaking ability as a single score on the basis of an overall impression. The advantage of holistic scoring is quicker and acceptable for informal testing. For speaking assessment, the researcher uses analytic scoring. It is giving a separate score for different aspects of the task, takes longer time, but fairer and more reliable (Thornburry, 2005). There are five categories which can be included in the speaking assessment to take the score as fair as possible. They are explained. The first is grammar. In this category, the score is based on the ability of the students in using the accurate syntactic form of word, or sentence and the diction of vocabulary in order to meet the need of the learning goal. This category is commonly stated as the accuracy of the speaking ability. The aim of accuracy is eliminating the mistakes and correctness of utterances productions not only in the terms of grammar, but also vocabulary and proper pronunciation.

The second is vocabulary. In this category, the speakers should have appropriate and meaningful vocabularies to make their content understandable. The main purpose of vocabulary is conveying the idea or message to the listeners. Brown (2006) states that vocabulary is a set of words for particular language or set of words that speakers of a language might use. In this assessment, vocabulary should be mastered a lots in order to develop the communication.

The third is discourse knowledge. This category tries to dig what the inside of the students' mind. On this scale, the teachers or examiners are looking for the evidence of students' ability to express ideas and opinions in coherent. Other points covered by this category are the students' ability to convey information and to express or justify opinions.

The fourth is pronunciation. Thornburry (2005) states that pronunciation in speaking test refers to the students' ability to produce comprehensible utterances to fulfill the task requirement. Pronunciation refers to the production of sounds that we use to make meaning. In EFL situation, even English as stated as the international language, the pronunciation must be based on the IPA to find the standardization.

The last is interactive communication. Thornburry (2005) says that this category refers to the students' ability to interact with the interlocutor and other students by initiating and responding appropriately and the required speed and

rhythm to fulfill the task requirement. The main goal is that the listeners accept the information clearly. This term also covers fluency in speaking activities. According to Davies and Pearse (2000), the goal of fluency is to practice utterances of newly acquired language in natural communication. During these activities, learners are not expected to avoid mistakes at any cost; they are encouraged to be able to express their opinions, react spontaneously to real-life situations and to convey the message as quickly as possible.

## **RESEARCH METHOD**

### **Research Design**

In this study, the writer applied correlation research because the goals of this research are to investigate the correlation between Emotional Intelligence (EI) and speaking achievement. Correlation indicates the relationship between paired scores. Ary (2010) says that the correlation indicates the relationship between positive or negative paired scores. The pairs may be two scores for the same individual, natural pairs such as husbands and wives, or two individuals matched on some measurements such as speaking test scores.

Furthermore, Ary (2010) argues that correlation research is non-experimental research which employs data derived from preexisting variables. There is no manipulation of the variable in this type of research. He also adds that correlation research is used to assess relationships and patterns of relationship among single group of subject. The variables of this research were emotional intelligence (x) and speaking achievement (y).

### **Population and sample**

The population of this research was the first semester students who took ESP program in University of Muhammadiyah Malang, there were 6765 students. After determining the population, the writer took the sample that was suitable for this study. A sample is a small group or a portion of population that is observed and generalized to the whole population (Ary, 2010), and the procedure in taking sample called sampling. For this study, to gain sample, the writer used simple random sampling. According to Ary (2010), the best known of the probability sampling procedures is simple random sampling because all members of the

population have an equal and independent chance of being included in the random sample. According to Gay and Diehl Theory (1992), minimum size of correlational research sampling is 30 students. Roscoe's Theory (in Sekaran, 2006) also adds, if the sample categorized in some groups, the minimum subjects in each group are 30 students. So, the researcher took the participants from Economic and Development students as social and Civil Engineering as natural sciences representatives. She took 30 students for each major, for total number of the research subjects was 60 students.

### **The instrument of the research**

#### **A likert Scale Questionnaire**

This research used a Likert scale questionnaire or close questionnaire to measure the students' Emotional Intelligence score, because it was used to assess a set of categories or numeric values assigned to individuals, objects, or behaviors for the purpose of measuring variables. The scale is used to measure attitudes, values, opinions, and other characteristics that are not easily measured by tests or the other measuring instruments. The likert scale provided five options. According to Ary (2010), a likert scale is an instrument that assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree, or strongly disagree.

The questions of the Likert scale in this study were derived from Goleman's theory (1995). The likert scale contained of emotional intelligence components. There were self-awareness, managing emotion, motivation, empathy, and social skill. When the researcher arranged the instrument, the researcher needed to decide the psychological scale in several steps. The first was to determine the blue print of the instrument. According to Azwar (2004), blue print scale provides the attributes of the component which are needed to be measured through some items of statements. The proportion of the statement items which represent the attribute of the component should be completed by some indicators. The blue print will give a general illustration of an instrument scale. It is also functioned as a reference for the researcher to stay in the right way in deciding the

instrument. To know the distribution of the blue print, the researcher presents it in the appendix 6.

The reliability coefficient from Darojad's (2012) instrument was .913 with 22 items of questions. It means that instrument had very strong reliability. The Likert scale provides five categories of responses, strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD). The weight of each statement for favorable items are 5 for SA, 4 for A, 3 for U, 2 for D, and 1 for SD.

### **Speaking Test**

Speaking test is used to know the students' English speaking achievement. It is important to apply as an attempt to know the students' ability in comprehending the meaning of variety of tasks. Therefore, the students will receive a single score reflecting their performance. In this study, the researcher used a speaking test in an interactive speaking situation. Brown (2001) defines a test as a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker. He also adds that a test measures a person's ability and competence. In this research, the researcher gave a test to the subjects. The test also had a rubric that consists of five elements in speaking, they are pronunciation, grammar, vocabulary, content, and fluency. To measure the students' speaking ability, the researcher used analytic scoring rubric.

### **The procedure of data collection**

The instruments of this study were the likert scale and the speaking test. They were apply to provide the data to answer the addressed questions in this study. The following steps were provided for the description of data collection procedure. Firstly, after determining the participants, the researcher gave the likert scale to the participants. Secondly, the researcher asked the participants to fill the agreement letter and their identity such as name, class, major, age, and gender. Then, the researcher asked the participants to answer the likert scale in an answer sheet based on the instructions. Fourth, the researcher gave score for the participants' answers and verifies them with participants' identity. Fifth, the second instrument was the speaking test. The researcher gave the test to the students to measure their speaking ability. The last, the researcher verified and

calculated the students' identity, emotional intelligence scores, and speaking ability by using SPSS 19.0.

## **Data Analysis**

### **Analysis of data from Likert Scale Questionnaire**

The next step was the validity test. According to Ary (2010), validity is the most important consideration in developing and evaluating the instruments. He defines validity as the extent to which an instrument measured what it claims to measure. To determine the validity of the instrument, the researcher used construct validity. The formula used to test the validity of the instrument was product moment correlation. This formula was discovered by Karl Pearson in Winarsunu (2009).

The validity was drawn by comparing value in *Corrected Item-Total Correlation* with  $r$  table. Each item of instrument was valid when the value of Corrected Item-Total Correlation is higher than  $r$  table ( $r_t$ ). with the value of significant level was 5% and the numbers of respondents were 20,  $r_t$  became .4438. Therefore, 42 items in emotional intelligence scale were valid.

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement (Ary, 2010). Reliability is needed because the researcher should ensure that the instrument used is reliable to measure the variable. In this research, the researcher used internal consistency reliability. Internal reliability is used when the researcher tried to know whether the items on a test are consistent with one another in that way they represent one, and only one, dimension, construct, or area of interest throughout the test (Salkind, 2006).

According to Salkind (2006), one way of computing internal consistency test is Cronbach's Alpha, also referred to as coefficient alpha. This computing is especially useful when the researcher tries to find at the reliability of a test that does not has right or wrong answers. The researcher used SPSS (*statistical package for the social science*) ver. 19.0 for windows. The result of reliability testing by using SPSS is drawn in this table below:



Table 1  
Result of Reliability Testing

Cronbach's Alpha	N of Items
.904	42

The items are reliable, if the Cronbach's Alpha  $\geq$  r table (sig 0.05;df = 18). The df got from N-2. N means the subjects, so 20-2 is 18. The Cronbach's alpha from the reliability computation was .904. It means that the items were reliable, because the score of Cronbach alpha is higher than r table (.904  $\geq$  .443, see r table appendix 5). The strength of reliability also was very strong. Here is the classification of reliability interpretation (Ghozali, 2009):

Table 2  
Interpretation of Cronbach's alpha coefficient

Cronbach's alpha coefficient	Interpretation
0,00-0,20	Very weak
0,20-0,40	Weak
0,40-0,60	Average
0,60-0,80	Strong
0,80-1,00	Very Strong

### Analysis data from speaking score

The maximum total score of speaking is 20 and the minimum total score is the 11. Only students who get score more than 10 could pass the test. Passing score is score that has to be reached by students in order to pass the test. The score can be categorized in the table below:

Table. 3  
Students' standard performance

Mean	Classification
1-5	Unacceptable
6-10	Below Average
11-15	Acceptable
16-20	Excellent

### Testing hypothesis

Testing hypothesis will be done by analyzing the correlation between two variables, emotional intelligence (variable X) and students' speaking achievement (variable Y). Correlation indicates the relationship between the paired scores, and whether the relationship between paired scores is positive or negative and the strength of this relationship.

To find out the correlation through visual means, the researcher can calculate a correlation coefficient that represents the correlation (Ary, 2010). For this study, the researcher used the Pearson product moment correlation coefficient (Pearson r). The formula was:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

where:

$r_{xy}$	= coefficient correlation
X	= the score of variable X
Y	= the score of variable Y
N	= the total number item

Correlation coefficient, called as  $r$  empiric, is symbolized as  $r_e$ . To test the correlation between variables, then, the researcher compares with  $r$  theoretic, symbolized as  $r_t$ . with 5% of significant level, if  $r_e \geq r_t$ , the correlation is significant, and if  $r_e \leq r_t$ , the correlation is not significant (Winarsunu, 2009)

## RESEARCH FINDINGS AND DISCUSSION

### The Students' Emotional Intelligence

Based on the result of the data analysis, it was found that out of 60 students, 49 students (81.6%) were classified into the strength level of emotional intelligence because their score were in range 155- 210, 11 (18.4%) students were in the average area level or they got score in range 99 – 154, and no one student was classified into the weak area level. It also was found that the highest of total students' emotional intelligence score was 203 and the lowest score was 139 (see appendix 4). The highest score indicated a remarkable strength of motivation. This strength probably came naturally to the students, or just existed because they had worked hard to develop the emotional intelligence's components to achieve their

potential. Then, the lowest score was still in the average area. It showed that the students were aware of some behaviors for which they received, and they were doing well with them. They had to use this opportunity to discover the difference and improve in the areas where they did not do as well. In conclusion, the average of students' emotional intelligence was 164. In other words, the score was still in the strength area level. It means that the students had a good capability in developing the emotional intelligence components. It also could be a way to develop the students' potential and reach their success. To know the emotional intelligence score criteria, the researcher presents it in appendix 1.

Based on the result of data analysis, it was found that there were five components in emotional intelligence, namely self – awareness (SA), managing emotion (ME), empathy (E), motivation (MO), and social skill (SS). Firstly, self-awareness or knowing one's emotion, is the ability to recognize and understand the students' moods, emotions, and drives as well as their effect on the others. The highest score in self-awareness (SA) was 40 (see appendix 4). This means that the student was in touch with their feelings and emotions and noticed when their mood changes. The lowest score was 26. That score means that the students were aware of how they were feeling some of the time. The average score of self-awareness component was 32 which means that some of the students had good capability in noticing their swing mood and emotion.

Secondly, managing emotion (ME) component is an ability to control or redirect disturbing impulses or moods, the propensity to suspend judgment to think before act. The result of data analysis showed that the highest score of this component was 44 (see number 11, 33, 40, and 51). It means that the students stayed open to pleasant and unpleasant feelings to help and manage the situations. The lowest score was 28 (see number 13 and 44). The students who were poor in this ability were constantly battling feeling of distress, while those who excelled in it could bounce back more quickly from life's setbacks and upsets. Then, the average score was 35. It means that the students had high capability in managing the event and situations, so they formed a good atmosphere when they had interactions with other people.

Then, Empathy (E) is the ability to identify with and understand the wants, needs, and viewpoints of those around people. People with empathy are good at recognizing the feelings of the others, even when those feelings may not be obvious. The result of data analysis showed that the highest score of this component was 45 (number 5, 25, and 40) and the lowest score was 28 (number 26, 45, and 56). The emphatic students were able to capitalize and identify with and understand the wants, needs, and viewpoints of those around them. The researcher found the average score still in the high score level. It was 35. Most of the students had good capability in identifying and understanding others students' needs.

Next component was motivation (MO). It is a passion to work for reasons beyond money or status. It enables outstanding of all kinds of performances. In other words, it is connected with the emotion productively. The result of data analysis showed that the highest score was 28 (number 6, 40, and 51) and the lowest score was 16 (number 4, 13, and 24). The students who had this skill tended to be more highly productive and effective in whatever they undertook. The average score of motivation was 22. It means that they were able to focus and be responsible on their task to improve their achievement by having more self-control.

The last component was social skill (SS). Social skill is proficiency in managing relationships and building a network. It is also an ability to find common ground and build relationship. In the large part, the art of relationship is skill in managing emotion in others. Based on the result of the data analysis, it was found that the highest score of this component was 47 (number 5, 25, and 33) which means that the students were able to manage other their feelings and emotions in a sympathetic manner, and the lowest score was 31 (number 56) which means that the students needed to enrich some abilities to manage other their feelings and emotions. The average score was 40. By having this score, most of them were able to have a good relationship with other students.

### **The Students' Speaking Achievement**

In this current research, two kinds of speaking tests were used, namely classroom test and take-home test. In the classroom test, the lecturer asked the

students to speak up in front of the audience directly. The students selected one topic for one presentation. Then, they had to present it in front of their friends in three minutes. Most of the topics happened in the past time, so the students had to use past tense. In the take-home test, the lecturer provided the students with the same topic. They had to report an event, place, and interesting culinary. Then, they had to record it in a short video. The later test was conducted because some of the students were afraid and got anxiety when they talked directly in front of the classroom. As a result, they could not produce the words and sentences comprehensively.

Based on the result of data analysis, it was found that the average scores of the first test and the second test were not significantly different. It was 14.8 for the first test and 14.9 for the second test. Both of them were still in the satisfactory achiever level which means that the students were able to speak English with satisfactory structural accuracy and vocabulary.

Furthermore, the result of the data analysis of two speaking tests (see appendix 5, table 1) showed that 19 (31.6%) students were classified into outstanding achiever level because their score were in the range of 16 – 20. It means that they were able to speak English fluently and accurately. Then, 41 (68.4%) students were classified into satisfactory achiever level of speaking because their score were in range of 11-15. It means that they had sufficient structural accuracy and vocabulary in speaking even though they still made occasional errors. No one student was classified into the fair and lower achiever. Based on the data analysis, the highest score of speaking was 17.75 and the lowest score was 11.25. In brief, the mean score was 14.92 which means that the students were categorized in satisfactory achiever level. To know the speaking score classifications, the researcher presents it in appendix 2.

More specifically the result of the data analysis showed that there were five components of speaking namely, content, grammar, vocabulary, pronunciation, and fluency. The first component was intended to dig out what the inside of the students' mind was. On this scale, the examiners were looking for the evidence of the students' ability to express their ideas and opinions in a coherent way. However, time limitation of presentation sometimes was one of the obstacles

in this component. The students could not share their opinion as much as they wanted. Based on the result of the data analysis (see appendix 5, table 4), it was found that 20 (33.3%) students got the score of 4; 37 (61.7%) students got the score of 3; and five (5%) students got the score of 2. The mean score for this component was 3.2 which showed that the students did not have difficulties to convey their ideas, and the message of their speaking was most of the time understandable.

In grammar, the score was based on the ability of the students in using the accurate syntactic form of word, or sentence and the diction of vocabulary in order to meet the need of the learning goal. Based on the result of data analysis, it was found that there was one (1.7%) student who got the score of 4; 27 (45%) students got the score of 3; and 32 (53.3%) students got the score of 2. For this component, the mean score was 2.4 which means that most of the students still had difficulties to express their ideas, related with grammar, the use of time signal, and some of them still had difficulties in choosing the appropriate verbs, for example they still confused the past irregular and regular verbs.

The next component was vocabulary. The result of the data analysis showed that the students had good capability in this component. It was proved by the result of data analysis which showed that 22 (36.6%) students got the score of 4; 31 (51.7%) students got the score of 3; and seven (11.7%) students got the score of 2. The mean score was 3.1 which means that the students could give understandable options of words or some missing vocabularies when they forgot or missed some words. They tried to find the synonym of those words.

The fourth component was pronunciation. Pronunciation referred to the production of sounds that the speakers use to make meaning. In this situation, even English as stated as the international language, the pronunciation must be based on the IPA to find the standardization even though the students would have different accents. Based on the result of the data analysis, it showed that there was 15 (25%) students who got the score of 4; and 45 (75%) students got the score of 3. The mean score was 3.16. It means that the students just made little mistakes in pronunciation.

The last component was fluency. It covered the students' interaction with the interlocutor and other students by initiating and responding appropriately and the required speed to fulfill the task requirement. It means that the ability to maintain or healing the interaction by using functional language and strategy was also covered by this category. The main goal was that the listeners accepted the information clearly. Based on the result of the data analysis, it showed that 14 (23.4%) students got the score of 4; 33 (55%) students got the score of 3; and 13 (21.6%) students got the score of 2. Then, the mean score of this component was 3. It means that the students' speech was natural but clearly non-native in speech and consistency. The important thing was that the students delivered the message well, and the interlocutors understood the message comprehensively.

In conclusion, most of the students had good capability in each component of speaking, except grammar. Based on the data analysis, the mean score of the speaking components was 3. It means that the students did not have difficulties to get the ideas, still fair in using the structure, and they could make understandable options of some missing vocabularies. They also just made little mistakes in pronunciation, and their speech was effortless, but perceptibly non-native in speech and evenness.

### **The Correlation between Students' Emotional Intelligence and Speaking Achievement**

In this section, the correlation between students' emotional intelligence and students' speaking achievement is presented. It also investigated the hypotheses. Firstly,  $H_i$  stated that there was a positive correlation between students' emotional intelligence and their speaking achievement. Secondly,  $H_0$  stated that there was no positive correlation between students' emotional intelligence and their speaking achievement.

The correlation was interpreted by using the coefficient correlation interval presented in the table below.

Table 4

## Coefficient Correlation Interval Classification

Score	Coefficient Correlation
0.00 – 0.199	The correlation is very weak.
0.20 – 0.399	The correlation is weak.
0.40 – 0.599	The correlation is fair.
0.60 – 0.799	The correlation is strong.
0.80 – 1.000	The correlation is very strong.

Source : Adopted from Sugiyono (2014:192)

The result of statistical computation of the correlation between the students' emotional intelligence and their speaking achievement can be seen in the table below.

Table 5

## Correlation between the students' emotional intelligence and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table (df = 60-2)	Probability Value	Explanation
Emotional Intelligence Speaking achievement	.072	.254	.585	Very weak correlation

The above table shows that the statistical computing value ( $r_0$ ) was .072 (the correlation between students' emotional intelligence and their speaking achievement). By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t$  5% was .254 (the comparison value of product moment r-table with the number of sample). By viewing this data,  $r_0$  was lower than  $r_t$  ( $r_0 < r_t$  5%); in addition, the probability value was more than .05. Therefore, there was a positive correlation between students' emotional intelligence and their speaking achievement. The coefficient correlation showed very weak. It means that emotional intelligence did not have a strong correlation to the students' speaking achievement because they have low coefficient correlation. In other words, the correlation between those two variables was positive, or  $H_1$  was accepted.

Additionally, the researcher also set out to investigate whether or not there were significant relationships among various components of the students' emotional intelligence and their speaking achievement.



Table 6  
Correlation between the students' Self- Awareness (SA) and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table	Probability Value	Explanation
Self- awareness (SA) Speaking achievement	.013	.254	.924	Very weak correlation

As shown in Table 6, the statistical computing value ( $r_0$ ) was .013 (the correlation between self-awareness (SA) and their speaking achievement). By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t$  5% was .254 (the comparison value of product moment r-table with the number of sample). By viewing this data,  $r_0$  was lower than  $r_t$  ( $r_0 < r_t$  5%); in addition, the probability value was more than .05. It means that there was a positive relationship between students' Self-Awareness (SA) and their speaking achievement.

Table 7  
Correlation between the students' managing emotion (ME) and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table	Probability Value	Explanation
Managing Emotion (ME) Speaking achievement	-.108	.254	.411	Negative correlation

Secondly, the above table shows the coefficient correlation between the students' Managing Emotion (ME) and their speaking achievement was -.108 and the probability value was .411 > .05. By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t$  5% was .254 (the comparison value of product moment r-table with the number of sample). By viewing this data,  $r_0$  was lower than  $r_t$  ( $r_0 < r_t$  5%); in addition, the probability value was more than .05. It means that there was insignificant correlation and the negative value showed an inverse relationship. An inverse relationship means that the students' ME score went up but their speaking achievement went down.

Table 8  
Correlation between the students' empathy (E) and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table	Probability Value	Explanation
Empathy (E) Speaking achievement	.120	.254	.359	Weak correlation

Then, the above table shows that the coefficient correlation ( $r_0$ ) between students' Empathy (E) component and their speaking achievement was .120 or  $r_0$  was lower than  $r_t$  ( $r_0 < r_t 5\%$ ) and the probability value was .359. By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t 5\%$  was .254 (the comparison value of product moment r-table with the number of sample). In addition, the probability value was more than .05. It means that Empathy (E) had weak and insignificant correlation because the p-value was more than .05. In short, empathy has not significant correlation to the speaking achievement.

Table 9  
Correlation between the students' motivation (MO) and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table	Probability Value	Explanation
Motivation (MO) Speaking achievement	.027	.254	.835	Very weak correlation

Fourthly, the above table shows the coefficient correlation of students' Motivation (MO) and their speaking achievement was .027 with the probability value was .835. By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t 5\%$  was .254 (the comparison value of product moment r-table with the number of sample). By viewing this data,  $r_0$  was lower than  $r_t$  ( $r_0 < r_t 5\%$ ); in addition, the probability value was more than .05. It means that MO component had very weak and insignificance correlation to the students speaking achievement because the probability value was more than .05.

Table 10

Correlation between the students' social skill (SS) and their speaking achievement

Variables	Coefficient Correlation (r-count)	r-table	Probability Value	Explanation
Social skill (SS) Speaking achievement	.204	.254	.118	Weak correlation

As shown in the table 10, it was seen that the coefficient correlation from students' Social skill (SS) and their speaking achievement was .204 with the probability value was .118. By consulting the r-table in the df (n-2) of 60, it could be seen that  $r_t$  5% was .254 (the comparison value of product moment r-table with the number of sample). By viewing this data,  $r_0$  was lower than  $r_t$  ( $r_0 < r_t$  5%); in addition, the probability value was more than .05. It showed that there was weak and insignificant correlation. It means that there was low correlation between students' social skill and their speaking achievement.

Based on the above findings, it can be concluded that there was positive correlation between the students' emotional intelligence and their speaking achievement. The coefficient correlation was very weak. This means that the students' emotional intelligence did not involve much in their speaking achievement. In addition, it also can be concluded that there was positive correlation among the students' emotional intelligence components and their speaking achievement with the different coefficient correlation levels, except Managing Emotion. Therefore, the correlation between those two variables was positive or  $H_1$  was accepted.

### Discussion

Based on the data analysis, the coefficient correlation between students' emotional intelligence and their speaking was .072 and probability value was .585. In other words, there was positive correlation between students' emotional intelligence and their speaking achievement. The coefficient correlation was very weak. It means that emotional intelligence did not have a strong correlation with the students' speaking achievement because they did not have a significant score (the score was more than .05).

The low coefficient correlation and insignificance in this research might be influenced by some factors. Firstly, the subject of the study consisted of various

genders (male and female). The number between male and female was also different. Asmari (2014) and Naghavi (2011) have shown that female students perform better compared to their male counterparts both in professional and personal settings. The study findings reveal that women were more aware of their feelings which can affect their learning as well. Such feelings lead to empathy in women, which means feeling the same emotions with another person either positive or negative and putting oneself into another person's shoes. Women also consider feelings more important as compared to men, so they it can be claimed that they might be more socially responsible than males. Consequently, more research is required to determine whether or not gender differences do exist in emotional intelligence. It means that, the number of male and female as the variance in this research also effected the result.

Secondly, teacher experience also contributed the students' performance in the classroom. In this research consisted of two classes, those classes taught by different lecturers. Those lecturers also had different styles in teaching speaking. Emotional intelligence is expected to influence an effective communication and maintenance of a positive school environment. According to Sutton and Wheatley (2003), teachers experience is a wide range of positive and negative emotions while teaching and interacting with students. It means that their job requires dealing with their own emotions as well as those of students, parents, colleagues, and school administrators. Therefore, the lecturer experience effects the students' emotion and speaking skill because the lecture had different ways in teaching and delivering the material. The lecturer also might give different treatments in teaching speaking.

The third is the contribution of students' anxiety in emotional intelligence and speaking. It is commonly known that speaking in the target language can be defined as the most stressful situation for nearly all of the foreign language learners, and they are usually reported to experience stress and tension (Young, 1991). In this theory, it can be thought that the more emotionally intelligent person may get rid of those problems easily and enhance language performance and a relaxing and healthy classroom atmosphere which enables students to get relaxed is needed to promote speaking skills of the students. Tsui (2005) also cited

that when this feeling of responsibility and its consequences are taken into account, it is possible to claim that females are more negatively affected by this situation due to their being more submissive and dependent on their families. Therefore, it might be create a feeling of responsibility on the students, which can cause anxiety for them in relation to their speaking performance in the classroom. When the learner feels that they were regarded as successful or unsuccessful in terms of his marks, they failed in answering or asking any questions. Therefore, the lecturers should focus on what learners can do rather than what they cannot.

Finally, the students' academic motivation also might affect the result of the study, especially in speaking class. Dargo (2004) stated that students who low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation. Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioral characteristics related to motivation (Hwang et al, 2002). It is the orientation to the actions which is important to compel with the perfect standards. Goc (2010) has stated that the factors affecting students' achievement motivation as; effectiveness of the teacher, friends, the individual's attitude towards school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school.

Based on the result of the study, it was different with Goleman's (1995) theory mentioning that learners who have high emotional intelligence will have good achievement. Students with high emotional intelligence could be successful although they have average intelligence quotient (IQ), because they could use the five aspects of emotional intelligence, so they will focus more on their study and get good achievement. He also gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. Further, intelligent account for only 20% of the total success, and the rest goes for the emotional and social intelligence.

The result of the study is supported by Winkel's (2004) opinion mentioning that pictured intelligence in a narrow concept is the ability to reach the

goal in school, which is usually considered as the main action in life. Intelligence in the narrow concept is usually called as academic skill or intellectual quotient (IQ). Based on that theory, students who have high IQ will also be good in academic achievement. He also stated that IQ showed the students' intelligence level. It means that emotional intelligence affects students' performance in the affective domain, while the achievement of the students more on the cognitive domain which is affected by IQ. So the EI only gives little contribution to the students' performance, because the performance of the students is measured by their achievement.

The above discussion is clearly proving that the findings of this study contradict many findings of the previous studies. Therefore, it can be concluded that emotional intelligence is not the main factor which influences students' academic achievements, especially in speaking achievement. A high level of emotional intelligence is not necessarily needed fully in helping to increase the speaking achievement. It might contribute to the students' affective in social life. The level of emotional intelligence is indeed needed to live successfully.

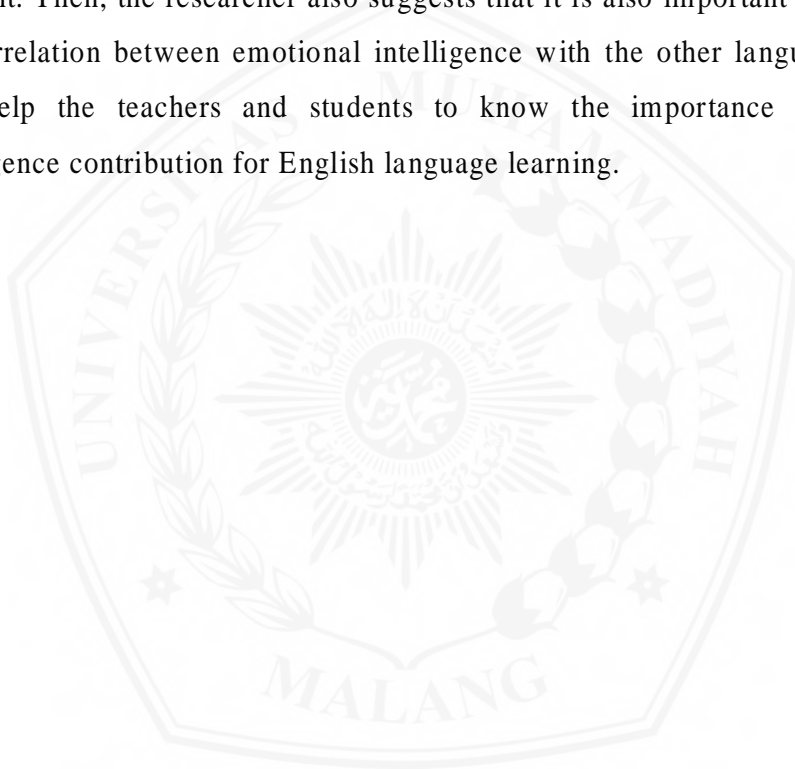
## CONCLUSION AND SUGGESTION

### Conclusion

Based on the above findings, it can be concluded that there was **very weak** and insignificant correlation between the students' emotional intelligence and their speaking achievement. This means that the students' emotional intelligence did not have correlation with their speaking achievement, because the probability value was more than 0.05. In addition, it also can be concluded that there was insignificance correlation among the students' emotional intelligence components and their speaking achievement, with the different coefficient correlation levels. Therefore, the correlation between those two variables was not significant or  $H_0$  was accepted. This means that emotional intelligence did not have strong correlation to the students' speaking achievement because they did not have a significant score.

### **Suggestion**

Firstly, the teacher should decide some teaching methods that apply not only from the emotional intelligence component, but also from the intelligence quotient. The implications of the findings may encourage teachers to focus on the activities enhancing emotional intelligence and IQ which will lead the students to academic greatness especially in speaking. Thus, teachers may help learners foster the speaking skill. Secondly, the English students as the subject of English teaching and learning process must consider that not only emotional intelligence that can affect their productive language achievement but also intelligence quotient. Then, the researcher also suggests that it is also important to investigate the correlation between emotional intelligence with the other language skills. It will help the teachers and students to know the importance of emotional intelligence contribution for English language learning.



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## Appendix 1

### Questionnaire - A Likert Scale Form

(After Validity testing in the Pilot Study)

Instruction to fill the questionnaire

1. Fill this entire questionnaire below with the real answer.
2. Read carefully all the statement and give circle sign (O) in the answer choices in provided column with the term:

5 (SA) : Strongly Agree

2 (2) : Disagree

4 (A) : Agree

1 (1) : Strongly Disagree

3 (3) : Undecided

No	Read each statement and decide how strongly the statement applies to you.	The number that shows how strongly the statement applies				
		SA	A	U	D	SD
1	I realize immediately when I lose my temper	5	4	3	2	1
2	I can 'reframe' bad situations quickly	5	4	3	2	1
3	I am able to always motive myself to do difficult tasks	5	4	3	2	1
4	I am an excellent listener	5	4	3	2	1
5	I know when I am happy	5	4	3	2	1
6	I do not wear my 'heart on my sleeve'	5	4	3	2	1
7	I am usually able to concern the most important activities or duties that I should finish	5	4	3	2	1
8	I am excellent at empathizing with someone else's problem	5	4	3	2	1
9	I never interrupt other people's conversations	5	4	3	2	1
10	I usually recognize when I am stressed	5	4	3	2	1
11	Others can rarely tell what kind of mood I am in	5	4	3	2	1
12	I can tell if someone is not happy with me	5	4	3	2	1
13	I am good at adapting and mixing with a variety of people	5	4	3	2	1
14	When I am being 'emotional' I am aware of this	5	4	3	2	1
15	I rarely 'fly off the handle' at other people	5	4	3	2	1
16	I never waste time	5	4	3	2	1
17	I can tell if a team of people are not getting along with each other	5	4	3	2	1
18	People are the most interesting thing in life for me	5	4	3	2	1
19	Difficult people do not annoy me	5	4	3	2	1
20	I do not prevaricate	5	4	3	2	1
21	I can usually understand why people are being difficult towards me	5	4	3	2	1
22	I love to meet new people and get to know what makes them 'tick'	5	4	3	2	1
23	I can consciously alter my frame of mind or mood	5	4	3	2	1
24	Other individuals are not 'difficult' just 'different'	5	4	3	2	1
25	I need a variety of work colleagues to make my job interesting	5	4	3	2	1
26	Awareness of my own emotions is very important to me at all times	5	4	3	2	1

27	I do not let stressful situations or people affect me once I have left work	5	4	3	2	1
28	I can understand if I am being unreasonable	5	4	3	2	1
29	I like to ask questions to find out what it is important to people	5	4	3	2	1
30	I can tell if someone has upset or annoyed me	5	4	3	2	1
31	I can understand why my actions sometimes offend others	5	4	3	2	1
32	I see working with difficult people as simply a challenge to win them over	5	4	3	2	1
33	I can let anger 'go' quickly so that it no longer affects me	5	4	3	2	1
34	I can suppress my emotions when I need to	5	4	3	2	1
35	I can always motivate myself even when I feel low	5	4	3	2	1
36	I can sometimes see things from others' point of view	5	4	3	2	1
37	I am good at reconciling differences with other people	5	4	3	2	1
38	I know what makes me happy	5	4	3	2	1
39	Others often do not know how I am feeling about things	5	4	3	2	1
40	Motivations has been the key to my success	5	4	3	2	1
41	Reasons for disagreements are always clear to me	5	4	3	2	1
42	I generally build solid relationships with those I work with	5	4	3	2	1

### Total and interpret the results

- Record* the scores for the questionnaire statements in the grid below. The grid organizes the statements into emotional competency lists.

Self awareness (SA)		Managing emotion (ME)		Motivating oneself (MO)		Empathy (E)		Social skill (SS)	
1		2		3				4	
5		6		7		8		9	
10		11				12		13	
14		15		16		17		18	
		19		20		21		22	
		23				24		25	
26		27				28		29	
30						31		32	
33		34		35		36		37	
38		39		40		41		42	

- Calculate* a total for each of the 5 emotional competencies.

SA		ME		MO		E		SS	
----	--	----	--	----	--	---	--	----	--

- Interpret* your totals for each area of competency using the following guide.

### Interpretation of each component

#### a. Self-Awareness

Score	Classifications	Descriptions
27-40	High score	The students are in touch with their feelings and emotions and notice when their mood changes.

14-26	Moderate score	The students are aware of how they are feeling some of the time.
5 – 13	Low score	The students pay little attention to their feelings and emotions.

***b. Managing Emotion***

Score	Classifications	Descriptions
32-45	High score	The students stay open to pleasant and unpleasant feelings to help manage situations and events.
16- 31	Moderate Score	The students retain some abilities to attend to pleasant and unpleasant feelings to help manage situations and events.
5 – 15	Low score	The students not turn their attention to pleasant and unpleasant feelings to help manage situations and events.

***c. Empathy***

Score	Classifications	Descriptions
32-45	High score	The students are able to capitalize and identify with and understand the wants, needs, and viewpoints of those around people
16- 31	Moderate Score	The students Possess some abilities to capitalize on wants, needs, and viewpoints around people in a positive way to explore and analyze issues.
5 – 15	Low score	The students are unable to capitalize and identify with and understand the wants, needs, and viewpoints of those around people

***d. Motivating Oneself***

Score	Classifications	Descriptions
21-30	High score	The students are able to focus and responsible on their task to improve their achievement by having more self-control.
11 – 20	Moderate score	The students focus and responsible on their task, but they have to still develop some abilities in improving their achievement.
5 – 10	Low score	The students are unable to focus and responsible to their task and it influences their achievement.

***e. Social skill***

Score	Classifications	Descriptions
34-50	High score	The students are able to manage other people's feelings and emotions in a sympathetic manner so they have a good relationship with other people.
17-33	Moderate score	The students have some ability to manage other people's feelings and emotions in a sympathetic manner.
5-16	Low score	The students are unable to manage other people's feelings and emotions in a sympathetic manner.

***f. Interpretation the whole components***

Score	Classifications	Descriptions
155 - 210	Strength area	These scores are much higher than average and indicate a noteworthy strength. These strengths

		probably come naturally to the students or exist because the students have worked hard to develop the emotional intelligence's components to achieve their potential more.
<b>99-154</b>	Average area	This is an average area score. The students are aware of some of the behaviors for which they received this score and they are doing well with them. Lots of students start here and see a big improvement in their emotional intelligence once it is brought to their attention. They have to use this opportunity to discover the difference and improve in the areas where they don't do as well.
<b>42-98</b>	Weak area	This skill area is either a problem for the students. They don't value it, or they didn't know it was important. This area is limiting their effectiveness, but it could be a way to discover a long way in improving their emotional intelligence.

Source:

*This likert scale adapted from an official psychological, education, and health website HRB (health research board, Linac, and Manual book from Buros Center for Testing based on Goleman's theory (1995)*

[http://www.drugsandalcohol.ie/26776/1/Emotional\\_intelligence\\_questionnaire-LALI.pdf](http://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LALI.pdf) retrieved on 7/1/2017



## Appendix 2

### Speaking Scoring Rubric

The Description	Excellent (4)	Acceptable (3)	Fair (2)	Low (1)
<b>Content</b>	Easy to get the ideas from the connector used, the speaker gives alternative options to be understood, and the message is completely understandable.	Not many difficulties to get ideas, the message is most of the time understandable.	Difficulties to get the ideas, the message needs to be guessed from other sources but not the actual productions, such as gestures or mimic.	Many problems observed that make the message be understandable.
<b>Grammar</b>	No errors of past tense, good control of structure.	Some errors of past tense, fair control of structure.	Some errors of past tense and control of structure.	Many errors in past tense and poor control of structure.
<b>Vocabulary</b>	The students select some effective and appropriate words	The students give understandable options of words but some missing of vocabulary	The students sometimes confused of use words	The students still confused of dictions
<b>Pronunciation</b>	The students always pronoun well the.	The students just little make mistakes to pronoun.	The students sometimes can't pronoun well.	The students can't pronoun well.
<b>Fluency</b>	Speech on all professional and general topics as effortless and smooth as a native speaker.	Speech is effortless, but perceptibly non-native in speech and evenness.	Speech is occasionally resistant, sentences may be left uncompleted.	Speech is very slow and uneven except for short or routine sentences.

#### Instructions for the tester:

1. The maximum total score of speaking is 20
2. The minimum total score is 11
3. Only students who get score more than 10 could pass the test.

4. In this table below is the students' standard performance to help the teacher classifying the score. Passing score is score that has to be reached by students in order to pass the test.

Score	Classification	Descriptions
16-20	Outstanding achiever	The students are able to use the language fluently and accurately on all levels normally relevant to professionals needs. They also understand and participate in any conversation with a high degree of fluency and precision of vocabulary; can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.
11-15	Satisfactory achiever	The students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively. Their comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding.
6 – 10	Fair achiever	The students can handle with confidence but have errors in some speaking's components such as grammar and pronunciation, lack of vocabulary, and the students should have another options to clarify the missing words.
1-5	Lower achiever	The students can ask and answer questions on topics very familiar to him; within the scope of his very limited language experience.

Source : Adapted from weblog based on Oller (1979) and Brown (2004) theory - kakaris.wordpress.com and <http://www.tensigma.org>

### Appendix 3

#### SPSS OUTPUT

Correlation between the students' emotional intelligence and their speaking achievement

		Speaking	IE
Speaking	Pearson Correlation	1	.072
	Sig. (2-tailed)		.585
	N	60	60
IE	Pearson Correlation	.072	1
	Sig. (2-tailed)	.585	
	N	60	60

Correlation between the students' emotional intelligence components and their speaking achievement

		Speaking	SA	ME	E	MO	SS
Speaking	Pearson Correlation	1	.013	-.108	.120	.027	.204
	Sig. (2-tailed)		.924	.411	.359	.835	.118
	N	60	60	60	60	60	60
SA	Pearson Correlation	.013	1	.478"	.380"	.152	.319'
	Sig. (2-tailed)	.924		.000	.003	.246	.013
	N	60	60	60	60	60	60
ME	Pearson Correlation	-.108	.478"	1	.366"	.386"	.426"
	Sig. (2-tailed)	.411	.000		.004	.002	.001
	N	60	60	60	60	60	60
E	Pearson Correlation	.120	.380"	.366"	1	.239	.681"
	Sig. (2-tailed)	.359	.003	.004		.066	.000
	N	60	60	60	60	60	60
MO	Pearson Correlation	.027	.152	.386"	.239	1	.477"
	Sig. (2-tailed)	.835	.246	.002	.066		.000
	N	60	60	60	60	60	60
SS	Pearson Correlation	.204	.319'	.426"	.681"	.477"	1
	Sig. (2-tailed)	.118	.013	.001	.000	.000	
	N	60	60	60	60	60	60